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ABSTRACT

This book interprets the framework of political ideas and beliefs that structure individual and collective thinking about educational policies and give them meaning. The analysis begins with the state of education in the mid-19th century and brings up to date the prospective reforms of the early 1990s. The study argues that, from its foundation, elementary and secondary education in Canada has been dominated by liberalism (political, economic and ethical), with each successive liberal ideology taking its place as a public philosophy for state education. The book examines education in each Canadian province by presenting information concerning curricula, district organization, laws, finance, and personnel, resulting in a detailed national picture and a clear, historical view of each province's values, ideas, and practices. (RJC)

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